



Woodland Heights Elementary

1216 John B. White Blvd.
Spartanburg, South

Grades	PK-5 Elementary School	
Enrollment	400 Students	
Principal	Dr. Cynthia Pridgen	864-576-0506
Superintendent	Dr. Darryl Owings	864-576-4212
Board Chair	Mr. Michael Crook	864-576-4212

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	At-Risk
2007	Average	At-Risk
2006	Average	At-Risk
2005	Good	At-Risk
2004	Good	At-Risk

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

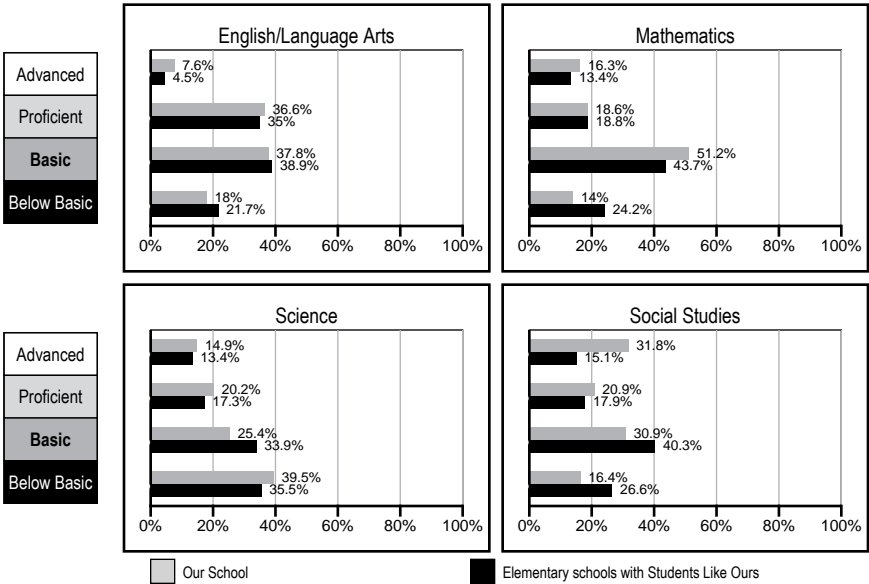
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	3	49	34	1

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=400)				
First graders who attended full-day kindergarten	97.0%	Up from 92.5%	100.0%	100.0%
Retention rate	2.4%	Up from 2.1%	2.9%	2.3%
Attendance rate	97.3%	Up from 97.0%	96.2%	96.3%
Eligible for gifted and talented	19.8%	Down from 23.9%	9.5%	10.4%
With disabilities other than speech	8.0%	Up from 7.0%	8.7%	7.5%
Older than usual for grade	0.3%	Down from 1.1%	0.7%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=35)				
Teachers with advanced degrees	57.1%	Up from 55.9%	58.0%	56.7%
Continuing contract teachers	80.0%	Down from 85.3%	81.0%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	90.6%	Up from 88.3%	87.4%	86.4%
Teacher attendance rate	95.0%	Down from 96.1%	94.8%	94.9%
Average teacher salary	\$48,330	Up 5.5%	\$45,465	\$45,345
Professional development days/teacher	13.7 days	Up from 12.7 days	12.9 days	12.6 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	17.2 to 1	Down from 20.1 to 1	18.5 to 1	18.5 to 1
Prime instructional time	91.6%	Down from 93.0%	89.4%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.5%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$7,772	Up 0.7%	\$6,938	\$7,052
Percent of expenditures for instruction*	74.6%	Down from 74.9%	68.9%	69.1%
Percent of expenditures for teacher salaries*	70.6%	Down from 71.8%	65.5%	64.2%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Woodland Heights Elementary just completed their second year as an Arts in Basic Curriculum school; the ABC site recognition came with \$7,500 in grant funds that provided many wonderful arts experiences. Each grade presented a musical drama tied to our school wide theme, "Discovery Zone." Students enjoyed five arts performances at the school and attended several off site performances. Seven artists in residence provided musical, visual arts, drama, and dance experience. Throughout the year, students participated in numerous activities that promoted leadership, such as Student Council, Peer Helpers, Wildcat Cadets, and Gents, and Ladies Clubs.

Through our Wee C.A.R.E. Program, students were able to sponsor the Animal Shelter, Pennies for Pasta, and the Christmas Giving Tree. Additional educational programs implemented included a full-day 4K program, Hands-On-Algebra, an early morning math enrichment, reading incentive programs, in-school tutoring for grades K-5, after school homework assistance programs, computerized math and reading programs, and an afternoon fitness club for grades 3-5. An instructional after-school and summer program partnership with a local church through a \$300,000 21st Century grant provided wonderful learning opportunities for many students.

A variety of school events allowed parents to share in their child's school experience, including Back to School Night, Picnic on the Green, Open House, Family Learning Fun Night, Sneak a Peek Weeks, Grandparents Day, and a Fine Arts Festival. An active PTO provided WHES with funds to enrich learning opportunities. The extensive volunteer program included over 2000 volunteer hours. Sixteen teachers were awarded \$27,600 in EIA, Junior League, and Reading Initiative grants. These grant funds provided students many extra learning opportunities, such as science experiment supplies, field studies, reading incentives, instructional materials, projects, and guest artists and speakers. We were also proud to have Dr. Dianne Pitts named Spartanburg School District 6 Teacher of the Year. By always keeping in mind our school motto, "Always for Children," the WHES faculty staff will continue to provide quality learning environments for all children.

Principal, Dr. Cynthia J. Pridgen
SIC, Melissa Brown and Aubre McKinnon

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	37	51	21
Percent satisfied with learning environment	100.0%	82.4%	95.2%
Percent satisfied with social and physical environment	97.3%	78.4%	90.0%
Percent satisfied with school-home relations	91.9%	84.3%	90.5%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.8%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.1%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.3%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	181	100	18	37.8	36.6	7.6	57	49	48.2	Yes	Yes
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Gender

Male	90	100	20.9	41.9	27.9	9.3	50	41.9	41.7	N/A	N/A
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Female	91	100	15.1	33.7	45.3	5.8	64	56.4	55	N/A	N/A
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Racial/Ethnic Group

White	43	100	0	30.2	51.2	18.6	79.1	59.8	60	Yes	Yes
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African American	113	100	24.5	43.4	29.2	2.8	47.2	34	31.7	Yes	Yes
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Asian/Pacific Islander	11	100	10	30	40	20	60	55.9	70.4	I/S	I/S
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Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	33.6	38.4	I/S	I/S
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American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	43.3	47	I/S	I/S
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Disability Status

Disabled	20	100	77.8	22.2	0	0	0	10.7	16	I/S	I/S
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
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English Proficiency

Limited English Proficient	11	100	11.1	66.7	22.2	0	44.4	24.7	36.9	I/S	I/S
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Socio-Economic Status

Subsided meals	110	100	25.5	42.2	29.4	2.9	47.1	33.8	34	Yes	Yes
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Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	181	100	14	51.2	18.6	16.3	54.7	50.5	45.8	Yes	Yes
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Gender

Male	90	100	17.4	46.5	12.8	23.3	58.1	50.8	45.6	N/A	N/A
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Female	91	100	10.5	55.8	24.4	9.3	51.2	50.2	45.9	N/A	N/A
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Racial/Ethnic Group

White	43	100	2.3	34.9	23.3	39.5	81.4	61.7	59	Yes	Yes
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African American	113	100	19.8	58.5	15.1	6.6	44.3	32.8	26.9	Yes	Yes
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Asian/Pacific Islander	11	100	0	40	30	30	80	66	71.3	I/S	I/S
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Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	36.7	38.1	I/S	I/S
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American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	46.7	46.2	I/S	I/S
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Disability Status

Disabled	20	100	61.1	38.9	0	0	16.7	13.3	17.1	I/S	I/S
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
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English Proficiency

Limited English Proficient	11	100	0	77.8	11.1	11.1	33.3	33.1	38.7	I/S	I/S
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Socio-Economic Status

Subsided meals	110	100	18.6	55.9	19.6	5.9	47.1	36.4	31.4	Yes	Yes
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* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	121	97.5	37.8	26.1	20.7	15.3	36	36.5	35.7	97.3	96.5
Gender											
Male	60	98.3	36.4	25.5	20	18.2	38.2	39.1	37.4	97.3	96.4
Female	61	96.7	39.3	26.8	21.4	12.5	33.9	33.7	33.8	97.2	96.5
Racial/Ethnic Group											
White	34	100	8.8	23.5	35.3	32.4	67.6	48.1	49.2	96.9	96.2
African American	71	95.8	50	32.3	14.5	3.2	17.7	17.9	17	97.5	97
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	47.7	58	97.2	97.3
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	22.6	24.9	97	96.3
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	31.6	37.4	96.7	95.8
Disability Status											
Disabled	13	92.3	90	10	0	0	0	9.2	14	96.7	95.8
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	95.6
English Proficiency											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	19.1	24.4	97	96.5
Socio-Economic Status											
Subsided meals	71	95.8	48.4	27.4	21	3.2	24.2	21.9	21.1	97.1	96

Social Studies

All Students	117	100	16.4	30.9	20.9	31.8	52.7	36.9	34	97.3	96.5
Gender											
Male	60	100	12.3	38.6	15.8	33.3	49.1	40.5	36.6	97.3	96.4
Female	57	100	20.8	22.6	26.4	30.2	56.6	33.2	31.3	97.2	96.5
Racial/Ethnic Group											
White	28	100	0	28.6	32.1	39.3	71.4	45.9	44.5	96.9	96.2
African American	75	100	22.9	32.9	15.7	28.6	44.3	23.8	19.1	97.5	97
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	50	58.9	97.2	97.3
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	22.5	27.5	97	96.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	33.3	32.7	96.7	95.8
Disability Status											
Disabled	15	100	46.2	46.2	0	7.7	7.7	11.4	14.4	96.7	95.8
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	95.6
English Proficiency											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	17	27.3	97	96.5
Socio-Economic Status											
Subsided meals	76	100	23.2	37.7	15.9	23.2	39.1	22.9	21	97.1	96

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	63	100	15.8	17.5	52.6	14	66.7
	4	54	100	21.6	52.9	25.5	0	25.5
	5	101	98	24.7	50.5	24.7	0	24.7
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	68	100	9	20.9	58.2	11.9	70.1
	4	57	100	19.2	38.5	32.7	9.6	42.3
	5	56	100	28.3	58.5	13.2	0	13.2
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	63	100	12.3	50.9	19.3	17.5	36.8
	4	54	100	19.6	47.1	17.6	15.7	33.3
	5	101	98	22.6	46.2	12.9	18.3	31.2
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	68	100	7.5	58.2	19.4	14.9	34.3
	4	57	100	15.4	46.2	17.3	21.2	38.5
	5	56	100	20.8	47.2	18.9	13.2	32.1
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	32	100	24.1	37.9	24.1	13.8	37.9
	4	54	100	43.1	29.4	15.7	11.8	27.5
	5	50	98	46.8	29.8	8.5	14.9	23.4
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	35	97.1	20.6	32.4	29.4	17.6	47.1
	4	57	98.3	41.2	25.5	21.6	11.8	33.3
	5	29	96.6	53.8	19.2	7.7	19.2	26.9
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	31	100	3.6	39.3	39.3	17.9	57.1
	4	54	100	23.5	45.1	13.7	17.6	31.4
	5	51	98	34.8	47.8	6.5	10.9	17.4
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	33	100	6.3	12.5	25	56.3	81.3
	4	57	100	15.4	40.4	21.2	23.1	44.2
	5	27	100	30.8	34.6	15.4	19.2	34.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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